Local Wisdom of Schools and the Existence of Educational Progress in Rear Areas (Case Study of Artain and Rantau Balai Villages, Banjar District)

Madihah, H.*, Susanto, D. & Rico

Islamic University of Kalimantan Muhammad ArsyadAl Banjari, Banjarmasin, INDONESIA

*Corresponding Author: madihah.alkareem@gmail.com

Abstract: Local wisdom-based education plays an important role in strengthening cultural identity and shaping students' character, especially in remote areas such as Artain Village and Rantau Balai, Banjar Regency. Values such as mutual cooperation, social solidarity, harmonious relationships with nature, and respect for others serve as a strong foundation for sustainable character education. This study aims to understand how local wisdom values are applied in education, as well as their impact on educational progress in the region. With a qualitative approach, this study used in-depth interviews, participant observation, and document analysis to explore the views of teachers, students, and community leaders on the role of local wisdom in education. The results showed that these values not only shape students' character, but also strengthen social ties among students, teachers, and the community, and broaden students' understanding of the importance of social relationships and social responsibility. However, several challenges remain, including a lack of in-depth understanding of the philosophical meaning of these values and limited resources to support local wisdom-based education. More structured strategies are needed to ensure these values are more deeply internalized in school life, including through teacher training and curriculum development that focuses on local cultural contexts.

Keywords: Local wisdom, character education, remote village

1. Introduction

Education is one of the main pillars in human and community development, which plays an important role in improving the quality of life and creating a competent and characterful generation (Dito & Pujiastuti, 2021). However, the challenges in implementing education in remote areas are often more complex than in urban areas. Limited access, facilities, and infrastructure, and low literacy rates are some of the factors that hinder the development of education in this area (Banda & Kirunda, 2005). In Indonesia, remote areas such as Artain Village and Rantau Balai in Banjar Regency face similar challenges, where education still faces many obstacles despite having great potential in developing local character and cultural identity. One potential approach to improving the quality of education in remote areas is through the integration of local wisdom into the curriculum and teaching methods. Local wisdom reflects the values, norms, and practices that have developed in society for centuries and serve as a guide in everyday life (Hidayat, 2021). These values not only contain moral and ethical aspects, but also reflect the harmonious relationship between humans, nature, and the social environment (Gorda & Wardani, 2020). Thus, local wisdom-based education can be an effective strategy to strengthen cultural identity while increasing student participation in the teaching and learning process (Wijayanti, 2025).

Local wisdom-based education has several advantages compared to conventional education. According to (Purwaningsih & Ridha, 2024), education that emphasizes social and cultural values can increase students attachment to their communities, strengthen cultural identity, and form more ethical characters. In addition, local wisdom-based education also helps students understand the important role of culture in everyday life and strengthens social relationships between students (Ahmar & Azzajjad, 2025). Research in various countries shows that education based on local cultural values can increase student participation, strengthen social ties, and create a more inclusive learning environment (Amaliyah et al., 2023).

For example, in Japan, the Bushido philosophy emphasizing courage, loyalty, and honor has long been used as the basis for character education, creating students with a strong work ethic and strong loyalty to the group (Rayhan, 2023). Meanwhile, in South Africa, the Ubuntu concept emphasizing social solidarity and humanity has succeeded in strengthening community ties and fostering a sense of togetherness among students (Ajitoni, 2024). In South Korea, education based on local cultural values has been shown to increase students' social engagement and strengthen their sense of cultural identity (Li et al., 2021).

In Indonesia, local wisdom-based education has also become part of national policy. The Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) has launched various programs to strengthen local cultural values in the school curriculum, such as the Strengthening Character Education (PPK) program which aims to integrate social, cultural, and moral values in formal education (Zuriyah & Sunaryo, 2022). This program emphasizes the importance of character education rooted in local cultural values to form a young generation that is ethical, empathetic, and socially responsible (Santoso, 2022).

However, although many studies highlight the importance of local wisdom-based education, few specifically discuss how local cultural values can be applied effectively in the context of education in remote areas. This creates a research gap that is important to fill, especially in the context of Indonesia which is rich in local cultural values but often overlooked in the formal education system.

In this context, Artain Village and Rantau Balai in Banjar Regency are interesting examples to explore, considering that these two villages have rich and diverse local cultural richness, but are often neglected in the formal education system. The communities in these two villages have various cultural values rooted in the traditions of mutual cooperation, social solidarity, and harmonious relationships with nature, all of which are important elements in shaping students' character (Zuriyah & Sunaryo, 2022). However, without systematic efforts to integrate these values into formal education, this local cultural potential will be difficult to maintain and pass on to the next generation. In addition, education based on local wisdom also has the potential to strengthen students' cultural identity, increase learning motivation, and broaden their horizons about the important role of culture in everyday life. Research by (Peterson & Seligman, 2016) shows that education that integrates local cultural values can help students develop stronger, more empathetic, and more socially responsible characters. This kind of education can also increase students' self-confidence and broaden their understanding of the importance of mutual respect and cooperation in a multicultural society (Verma & Bagley, 1983).

Therefore, this article aims to explore the role of local wisdom in maintaining the existence and progress of education in remote areas, focusing on Artain and Rantau Balai Villages in Banjar Regency. This study will identify local cultural values that are relevant to be applied in education, as well as analyze the challenges and opportunities in integrating these values into the school curriculum. Thus, this article is expected to make a significant contribution in developing a more inclusive education model rooted in local cultural values, while providing practical recommendations for the development of a local wisdom-based curriculum in remote areas.

Thus, this study will attempt to answer the following questions: How can local wisdom values be applied in education in remote areas to strengthen students' cultural identity and increase their participation in the teaching and learning process? And, what is the right strategy to overcome the challenges faced in integrating these values into formal education? By answering these questions, this study is expected to provide deeper insights into the importance of local wisdom-based education in the context of education in remote areas, as well as provide recommendations for the development of a more inclusive and sustainable curriculum.

2.   Research Objectives

In the context of education in remote areas, there are various challenges that need to be overcome to ensure that local wisdom values can be effectively integrated into the school curriculum. Based on the background that has been explained previously, this study seeks to answer the following questions:
a.   How can local wisdom values be applied in education in remote areas to strengthen students' cultural identity and increase their participation in the teaching and learning process?
b.   What are the challenges faced in integrating local wisdom values into formal education in remote areas, especially in Artain and Rantau Balai Villages in Banjar Regency?
c.   What is the most effective strategy to overcome obstacles in implementing local wisdom-based education in remote areas?

3.   Research Questions

The main objective of this study is to explore the role of local wisdom in maintaining the existence and progress of education in remote areas. Specifically, this study aims to:
a.   Identify local wisdom values that are relevant to be applied in education in remote areas
b.   Analyze the challenges and opportunities in integrating local wisdom values into the school curriculum
c.   Develop effective strategies to strengthen the application of local wisdom values in formal education, so that it can strengthen students' cultural identity and increase their participation in the teaching and learning process.

4.   Literature Review

Local wisdom-based education has become a major focus in various studies as an approach to strengthen cultural identity and broaden students' horizons about the social values that exist in their community. According to Herlina et al. (2021), local wisdom reflects the values, norms, and practices that have developed in society for centuries and become a guide in everyday life. Local wisdom-based education aims to integrate these values into the school curriculum, so that students not only learn about academic knowledge, but also understand the importance of cultural values in their lives. Several previous studies have shown that local wisdom-based education has various benefits, including strengthening cultural identity, increasing social engagement, and broadening students' understanding of the important role of culture in everyday life. For example, a study by (Li et al., 2021) in South Korea found that local cultural value-based education was able to strengthen students' social engagement and increase their sense of cultural identity. In Japan, the Bushido philosophy that emphasizes courage, loyalty, and honor has long been used as the basis for character education, creating students with a high work ethic and strong loyalty to the group. In South Africa, the Ubuntu concept that emphasizes social and humanitarian solidarity has succeeded in strengthening community ties and fostering a sense of togetherness among students.

In Indonesia, local wisdom-based education has also become part of national policy. The Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) has launched various programs to strengthen local cultural values in the school curriculum, such as the Strengthening Character Education (PPK) program which aims to integrate social, cultural, and moral values in formal education (Zuriyah & Sunaryo, 2022). This program emphasizes the importance of character education rooted in local cultural values to form a young generation that is ethical, empathetic, and socially responsible (Santoso, 2022).

In addition, local wisdom-based education not only focuses on developing academic knowledge but also on forming students' character. Education that integrates local cultural values can help students develop stronger, more empathetic, and more socially responsible characters. This type of education can also increase students' self-confidence and broaden their understanding of the importance of mutual respect and cooperation in a multicultural society

Local wisdom-based education also has the potential to strengthen students' cultural identity, increase their motivation to learn, and broaden their horizons about the important role of culture in
everyday life. For example, in Artain and Rantau Balai Villages in Banjar Regency, the community has various cultural values rooted in the tradition of mutual cooperation, social solidarity, and harmonious relationships with nature, all of which are important elements in shaping students' character (Zuriyah & Sunaryo, 2022).

However, to ensure that these local cultural values can be effectively integrated into formal education, a more systematic and sustainable approach is needed. This includes the development of a more contextual curriculum, training for teachers, and increasing students' awareness of the importance of social and cultural values in everyday life.

Previous studies have shown that local wisdom-based education has various benefits in strengthening students' cultural identity and increasing social engagement. For example, in Finland showed that education that emphasizes social and cultural values has an important contribution in increasing students' participation in social and academic activities. Meanwhile, research by (Li et al., 2021) in South Korea showed that education based on local cultural values can strengthen students' social engagement and increase their sense of cultural identity. In South Africa, Mbiti found that Ubuntu-based education strengthens social solidarity and broadens students' insights into the importance of social relationships in their community. In rural areas, this type of education has the potential to strengthen social ties, increase learning motivation, and broaden students' insights into the importance of social relationships in their community. The character education rooted in local cultural values can shape students who are more ethical, more empathetic, and more socially responsible. Although many studies highlight the importance of education based on local wisdom, there are still few that specifically discuss how local cultural values can be applied effectively in the context of education in remote areas. This creates a research gap that is important to fill, especially in the context of Indonesia which is rich in local cultural values but often overlooked in the formal education system.

5.   Research Methodology

This study is based on the theory of character education which emphasizes the importance of moral, ethical, and social values in shaping the character of students. Character education is a systematic effort to develop values, morals, and ethics that will shape a person's personality, so that they are able to contribute positively to society. Character education is not only about academic knowledge, but also about developing attitudes, values, and social skills needed to become good citizens (Nucci et al., 2014). Character education should include the development of virtues such as honesty, justice, courage, and wisdom that form the foundation for ethical and moral behavior. This study uses an interpretive paradigm, which focuses on understanding the meaning and experience of research subjects in their social and cultural contexts.

This paradigm assumes that social reality is constructed through social interaction and is influenced by cultural and historical contexts. In this context, the study aims to understand how the philosophy of Kayuh Baimbai, as a cultural value of the Banjar community, is understood and applied in the context of character education. This approach is very relevant because it allows researchers to explore the deep meaning of participants' experiences and views on the social values they adhere to.

The approach used in this study is qualitative, with a focus on exploring social meaning and experience. The qualitative approach was chosen because it is able to capture the complexity of social and cultural interactions in the context of character education. This approach allows researchers to understand the values of Kayuh Baimbai in depth, including how these values are applied in character education in schools with superior character in Banjarmasin City. A qualitative approach is very effective for understanding complex and dynamic social contexts, where cultural values play an important role in shaping individual behavior and worldviews.

The method used in this study is a case study, which allows researchers to explore phenomena in their original context in depth. Case studies allow for rich and in-depth data collection through multiple sources, including interviews, observations, and document analysis. This method is very appropriate for this study because it allows for a thorough analysis of the application of Kayuh Baimbai values in schools with superior character. In addition, case studies provide flexibility in exploring multiple perspectives and relevant social contexts, and enable a more comprehensive understanding of the social and cultural dynamics in character education.

The subjects of the study were principals, teachers, and students in superior character schools in Banjarmasin City that implement Kayuh Baimbai values in their curriculum. The selection of these subjects was based on their role in implementing Kayuh Baimbai values in everyday life in the educational environment. The objects of the study were Kayuh Baimbai values and how these values were integrated into character education in these schools. The focus on Kayuh Baimbai values allowed this study to identify how local cultural values can shape students' character in the context of modern education.

The data collected in this study consisted of primary and secondary data. Primary data were obtained through in-depth interviews with principals, teachers, and students. These interviews were designed to explore participants' understanding, experiences, and views on the application of Kayuh Baimbai values in character education. Meanwhile, secondary data were collected through document analysis such as school curricula, activity reports, and education policy documents. This secondary data is important to provide a broader context of how cultural values are integrated into formal education.

Data analysis in this study used a thematic analysis approach, which involves grouping data based on themes that emerged during the data collection process. This approach allows researchers to identify patterns, themes, and meanings that are relevant to Kayuh Baimbai values in character education. The data collected will be analyzed repeatedly to ensure the accuracy and consistency of the research results.

Data verification is carried out through source triangulation, namely comparing data from various sources such as interviews, observations, and document analysis to ensure the validity and reliability of research findings (Patton, 2015). In addition, researchers will also use the member checking method, where the findings are confirmed with research participants to ensure the accuracy of interpretation. This technique is important to ensure that the research results truly reflect the views and experiences of participants, and avoid researcher bias in data interpretation.

With this methodological approach, it is hoped that this study can provide a deep understanding of the application of Kayuh Baimbai values in character education in schools with superior character, as well as the contribution of these values in forming the character of students who are ethical, empathetic, and socially responsible.

6.   Results and Discussion

The analysis of the results of this study shows that local wisdom values play a very important role in shaping the character of students in Artain and Rantau Balai Villages, Banjar Regency. However, the implementation of these values does not always run smoothly and faces various challenges that need to be considered.

6.1   Mutual Cooperation Values in the Formation of Student Character

From the results of interviews with teachers, students, and community leaders, it was found that the value of mutual cooperation has an important role in shaping the character of students. This value not only teaches students to work together and help each other, but also strengthens social ties between students and their communities. For example, community service activities, group projects, and class collaborations help students understand the importance of supporting each other in achieving common goals.

This finding is reinforced by direct observations in the school environment, where students actively participate in collaborative activities that reflect the value of mutual cooperation, such as school clean-up programs, group discussions, and involvement in community events that include students, teachers, and local residents. These activities provide real-life contexts for students to apply teamwork, responsibility, and empathy. Teachers also reported that students who frequently engage in cooperative tasks tend to demonstrate stronger social awareness and problem-solving skills. Furthermore, the integration of mutual cooperation values into daily classroom routines encourages students to be more respectful, inclusive, and supportive of one another.

Overall, these practices contribute to a positive learning environment where character education is embedded through meaningful social interaction. In addition, school leaders emphasize that promoting mutual cooperation is not only part of character education but also aligns with national education goals that prioritize the development of socially responsible citizens.

This emphasis on mutual cooperation also fosters a sense of belonging among students, making them feel more connected to their peers and school community. When students engage in shared responsibilities, such as classroom duties

or organizing events, they learn to appreciate diverse perspectives and develop leadership qualities. Moreover, parents and community leaders have observed that students who are involved in such activities tend to show more empathy and initiative outside of school settings. These observations highlight the broader impact of school-based cooperation values on students' behavior both within and beyond the classroom environment.

One of the teachers in Artain Village stated that students who are active in group activities tend to be more empathetic, have better communication skills, and are more prepared to work in teams.

Table 1. Examples of the application of kayuh baimbai values in various aspects of school life

Aspects of School Life	Examples of the Application of Mutual Cooperation Values
Classroom Learning	Learning in groups by helping each other understand difficult material and sharing local experiences
Extracurricular Activities	Traditional arts training such as bamboo dance, folk games, and traditional sports such as sepak sawut
School Policies	Deliberations with teachers, parents, and the community to determine school activities that are in accordance with local culture
Social Activities	Cleaning the environment together, community service to build school facilities, and managing school gardens through mutual cooperation
Social Interaction	Helping each other on long trips to school, sharing learning equipment, and maintaining solidarity in the face of limited educational facilities

However, this analysis also shows that many students only see gotong royong as a task to be completed, without understanding the deeper philosophical values of solidarity, cooperation, and social responsibility. This suggests that a more contextual approach is needed to ensure that the values of gotong royong can be properly internalized by students.

6.2 Social Solidarity as a Strengthener of Community Bonds

The value of social solidarity was also found to play an important role in strengthening social bonds between students and their communities. Many schools in both villages routinely hold social activities such as fundraising, community service, and community activities to help students in need. These activities not only help students understand the importance of solidarity, but also strengthen social bonds between students, teachers, and the community. For example, a principal in Rantau Balai explained that these activities help students develop a sense of caring for others and broaden their horizons about the importance of working together to achieve common goals.

However, this analysis also shows that the value of social solidarity is often considered as something 'automatic' in everyday life, without understanding the deeper meaning of interdependence and social responsibility. Several students interviewed stated that they saw social activities as an 'obligation' to be done, without really understanding the deeper meaning of solidarity. This suggests that a more systematic approach is needed to teach this value in more depth.

6.3 Harmonious Relationship with Nature as Part of Cultural Identity

In addition to social values, a harmonious relationship with nature is also found to be an important element in character education in rural areas. Students in Artain and Rantau Balai Villages are often invited to learn about the importance of protecting the environment through activities such as planting trees, cleaning rivers, and recycling waste. These activities not only help students understand the importance of protecting nature, but also strengthen their sense of responsibility towards the environment.

However, this analysis shows that many students only see these activities as schoolwork, without understanding the deeper philosophical values of the relationship between humans and nature. Some students even consider these activities as a 'burden' to be completed, without understanding the importance of maintaining the balance of the ecosystem as part of their cultural identity. This suggests that a more sustainable approach is needed to ensure that students truly understand the deeper meaning of a harmonious relationship with nature.

6.4 Challenges in Implementing Local Wisdom Values in Character Education

Although local wisdom values have many benefits in shaping students' character, this study also found several challenges in their implementation. One of the main challenges is the lack of students' deep understanding of the philosophical meaning of these values. Some students only see values such

as mutual cooperation, social solidarity, and harmonious relationships with nature as tasks to be completed, without understanding the deeper meaning of cooperation, social responsibility, and environmental sustainability.

In addition, several teachers reported that they often had to contend with pressure to achieve high academic targets, which often hampered efforts to integrate local cultural values into the curriculum. This suggests that a more structured and sustainable strategy is needed to ensure that local wisdom values can be more deeply internalized in school life.

The analysis of the results of this study shows that local wisdom values play a very important role in shaping the character of students in Artain and Rantau Balai Villages, Banjar Regency. However, the implementation of these values does not always run smoothly and faces various challenges that need to be considered.

In the context of character education, the value of mutual cooperation is often considered as one of the basic elements that form social ties and solidarity between students. However, this analysis shows that many students only see mutual cooperation as a task that must be completed, without understanding the deeper philosophical values of solidarity, cooperation, and social responsibility. For example, some students consider community service as an obligation, not as an opportunity to strengthen social relationships with their friends. This suggests that a more contextual approach is needed to ensure that the value of mutual cooperation can be properly internalized by students.

In addition, the value of social solidarity also plays an important role in strengthening social ties between students and their communities. However, this analysis shows that many students see social activities as routines that must be carried out, without understanding the deeper meaning of interdependence and social responsibility. Several students interviewed stated that they saw social activities as something that was 'obligatory', without really understanding the deeper meaning of solidarity. This suggests that a more systematic approach is needed to teach this value in more depth. A harmonious relationship with nature was also found to be an important element in character education in rural areas. However, this analysis shows that many students only see environmental activities such as planting trees or cleaning rivers as school assignments, without understanding the deeper philosophical values of the relationship between humans and nature. Some students even consider these activities as a 'burden' that must be completed, without understanding the importance of maintaining the balance of the ecosystem as part of their cultural identity. This suggests that a more sustainable approach is needed to ensure that students truly understand the deeper meaning of a harmonious relationship with nature.

Although local wisdom values have many benefits in shaping students' character, this study also found several challenges in their implementation. One of the main challenges is students' lack of in depth understanding of the philosophical meaning of these values. Some students only see values such as mutual cooperation, social solidarity, and harmonious relationships with nature as tasks to be completed, without understanding the deeper meaning of cooperation, social responsibility, and environmental sustainability.

In addition, several teachers reported that they often have to compete with pressure to achieve high academic targets, which often hinders efforts to integrate local cultural values into the curriculum. This suggests that a more structured and sustainable strategy is needed to ensure that local wisdom values can be internalized more deeply in school life. The importance of local wisdom values in character education cannot be separated from the social and cultural context in which students develop. Values such as mutual cooperation, social solidarity, and harmonious relationships with nature serve as a strong foundation for shaping students' ethical, empathetic, and socially responsible characters. In this context, the social learning theory proposed emphasizes the importance of the role of social models in shaping student behavior.

According to Bandura, students learn through observing and imitating the behavior of others in their community. In this context, local wisdom values such as mutual cooperation and social solidarity function as social models that strengthen students' social ties to their community. In addition, the theory of character education developed also emphasizes the importance of moral and ethical values in shaping students' character. According to Lickona, character education should include the development of virtues such as honesty, justice, courage, and wisdom, which form the foundation for ethical and moral behavior. Values such as mutual cooperation and social solidarity not only help students understand the importance of cooperation and mutual support, but also strengthen social bonds among students, teachers, and their communities. This is especially relevant in the context of education in rural areas, where social relationships play an important role in shaping students' cultural identities (Nucci & Narvaez, 2008).

Furthermore, the theory of cultural value-based education also emphasizes the importance of social and cultural contexts in shaping students' character. According to this theory, education rooted in local cultural values can strengthen social ties, increase empathy, and broaden students' horizons about the importance of social relationships in everyday life (Nucci & Narvaez, 2008). For example, students who engage in social activities such as community service, group projects, and fundraising tend to have better social skills and a higher sense of empathy, because they learn to support each other and work together to achieve common goals.

Character education that is rooted in local wisdom values also has the potential to strengthen students' cultural identity. This is in line with the view that character education should focus on developing social and cultural values that are relevant to the context of students' lives. By understanding the important role of values such as mutual cooperation, social solidarity, and harmonious relationships with nature in shaping students' character, educators and policymakers can develop more effective strategies to strengthen character education in rural areas.

7.   Conclusion

Local wisdom values play an important role in shaping students' character, strengthening cultural identity, and increasing social ties among students in remote areas. Values such as mutual cooperation, social solidarity, and harmonious relationships with nature not only shape students' social behavior, but also strengthen social ties among students, teachers, and their communities. These values help students develop important social skills, such as cooperation, empathy, and social responsibility, which are the basis for sustainable character education.

Education based on local cultural values has the potential to strengthen students' cultural identity and broaden their understanding of the importance of social relationships in everyday life. By understanding values such as mutual cooperation, social solidarity, and harmonious relationships with nature, students can develop better social skills and strengthen social ties with their communities. This is especially important in the context of education in remote areas, where social relationships play a central role in shaping students' character and strengthening their cultural identity.

Several challenges in implementing local wisdom values in formal education remain. Some students simply see these values as tasks to be completed, without understanding the deeper philosophical meaning of cooperation, social responsibility, and environmental sustainability. Some teachers also reported that they often have to compete with pressure to achieve high academic targets, which often hinders efforts to integrate local cultural values into the curriculum. A more structured and sustainable strategy is needed to ensure that local wisdom values can be internalized more deeply in school life. This includes developing a more contextual curriculum, training for teachers, and increasing student awareness of the importance of social and cultural values in everyday life. It is also important to create a school environment that supports the implementation of local wisdom values, including through school policies that encourage cooperation, social solidarity, and respect for nature. By implementing these strategies, it is hoped that local wisdom values can continue to strengthen students' character and form a young generation that is ethical, empathetic, and socially responsible.

Acknowledgement

Conflict of Interest

The authors declare no conflicts of interest.

References

Ahmar, D. S., & Azzajjad, M. F. (2025). Empowering Local Wisdom For Enhancing Students' Social Skills In The Global Era. Journal Of Education, Social & Communication Studies, 2(2), 112-127.

Ajitoni, B. D. (2024). Ubuntu And The Philosophy Of Community In African Thought: An Exploration Of Collective Identity And Social Harmony. Journal Of African Studies And Sustainable Development, 7(3).

Amaliyah, N., Hayati, N., & Kasanova, R. (2023). Implementasi Pendekatan Pembelajaran Berbasis Kearifan Lokal Dalam Meningkatkan Minat Belajar Siswa Di Mts Miftahus Sudur Campor Proppo. Dewantara: Jurnal Pendidikan Sosial Humaniora, 2(3), 129-147.

Banda, F., & Kirunda, R. (2005). Factors Affecting The Initial Literacy Development Of Urban And Rural Learners In The Iganga District, Uganda. Per Linguam: A Journal Of Language Learning= Per Linguam: Tydskrif Vir Taalaanleer, 21(2), 1-22.

Dito, S. B., & Pujiastuti, H. (2021). Dampak Revolusi Industri 4.0 Pada Sektor Pendidikan: Kajian Literatur Mengenai Digital Learning Pada Pendidikan Dasar Dan Menengah. *Jurnal Sains Dan Edukasi Sains*, *4*(2), 59-65.

Gorda, A. N. S., & Wardani, K. D. K. A. (2020). Refleksi Nilai Kearifan Lokal Masyarakat Hindu Bali Dalam Pengelolaan Lingkungan. Ettisal, Jurnal Of Communication, 91-107.

Hidayat, S. (2021). Implikasi Dan Konsekwensi Nilai-Nilai Local Wisdom (Kearifan Lokal) Dalam Kepemimpinan Di Era Globalisasi. Jurnal Inovasi Penelitian, 1(10), 2113-2122.

Li, X., Kim, J. S., & Lee, T. J. (2021). Collaboration For Community-Based Cultural Sustainability In Island Tourism Development: A Case In Korea. Sustainability, 13(13), 7306.

Nucci, L., & Narvaez, D. (2008). Handbook of Moral and Character Education. New York: Routledge. https://doi.org/10.4324/9780203114896

Patton, M. Q. (2015). Qualitative Research and Evaluation Methods (4th ed.). Thousand Oaks, CA: Sage Publications.

Peterson, C., & Seligman, M. E. P. (2004). Character Strengths And Virtues: A Handbook And Classification. New York: Oxford University Press

Purwaningsih, E., & Ridha, R. (2024). The Role Of Traditional Cultural Values In Character Education. Pakistan Journal Of Life And Social Sciences, 22(2), 5305-5314.

Santoso, A. (2022). Integrating Local Wisdom In Character Education: A Case Study. Journal Of Educational Research, 35(4), 204–213. Https://Doi.Org/10.1080/00220671.2022.2053047 Yin, R. K. (2018). Case Study Research And Applications: Design And Methods (6th Ed.). Thousand Oaks, Ca: Sage Publications

Rayhan, A. (2023). Living With Honor: Exploring The Ethical Values Of Japanese Society And Education. Research Gate.

Wijayanti, Y. (2025). Enhancing Students' Cultural Identity Through History Education Based On Local Wisdom Of Kagaluhan Values. Educational Process: International Journal, 14, E2025075.

Verma, G. K., & Bagley, C. (Eds.). (1983). Self-Concept, Achievement And Multicultural Education. Springer.

Zuriah, N., & Sunaryo, H. (2022). Konstruksi Profil Pelajar Pancasila Dalam Buku Panduan Guru Ppkn Di Sekolah Dasar. Jurnal Civic Hukum, 7(1).